DAY CARE

Competency Based Assessment

POLICIES AND PROCEDURES

Manitoba Community Services
Child Day Care

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COMPETENCY BASED ASSESSMENT: POLICIES AND PROCEDURES

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I INTRODUCTION

Child Care and Legislation in Manitoba

Child care in the form of private in-home arrangements has existed for generations. However, the expansion of child care to include the care of children by non-family members or in child care centres is a relatively recent phenomenon. The demand for child care continues to increase both in terms of the variety of settings and the total number of spaces requested.

As the demand for child care grew, Manitoba responded by developing and implementing minimum standards which assured that such care was nurturing and stimulating for children. In October 1983, the Government of Manitoba proclaimed The Community Child Day Care Standards Act and introduced licensing regulations. The Act and regulations define the minimum standards for the operation of child care centres and homes according to criteria for areas such as health, daily programming, equipment, nutrition and supervision.

The specific child care knowledge of personnel in the child care field is considered to be one of the most significant factors in the delivery of quality care to children. The qualifications of child care workers have consequently been identified as one of the licensing criteria through which quality in caregiving may be achieved and have been incorporated in the licensing regulations under The Community Child Day Care Standards Act.

Classification of Child Care Workers

Child care workers in Manitoba are encouraged to demonstrate the competencies adopted by Manitoba Education's Child Care Education Program Approval Committee. The demonstration of these competencies is measured in two ways. The first is through completion of an approved child care program at a recognized post-secondary educational institution. The second approach to the assessment of competence focuses upon a more direct measure of knowledge and skill through an assessment of an individual's work with children. This approach is known as "Competency Based Assessment".

The classification of child care workers for the purpose of licensing child care centres may be based either upon formal education completed or a competency assessment. Classification based upon formal education began in late 1984. The purpose of this publication is to outline the process through which an individual may complete the Competency Based Assessment.

More detailed information on classification is available from Child Day Care in Day Care: Information For Child Care Workers 1984-88, as well as in The Community Child Day Care Standards Act and accompanying regulations.

Introduction of the Competency Based Assessment

Proposed procedures for the Competency Based Assessment were outlined by Child Day Care in Classification of Child Care Workers Through Competency Based Assessment: A Discussion Paper October 1985. Local meetings were held across the province in November and December 1985 to allow the day care community to respond to the proposed procedures. Following the local discussions, a pilot test of the Competency Based Assessment was conducted. Refinements to the procedures for the Competency Based Assessment were made based on the response at the local discussion meetings and on the experiences in the pilot test.

The Competency Based Assessment has been designed for use in centres in Manitoba caring for children between the ages of 2 and 12 years. After the Competency Based Assessment has been in operation for a period of time, Child Day Care expects to examine the feasibility of adapting the Competency Based Assessment to better meet the needs of caregivers of children under two years.

II POLICIES AND PROCEDURES

The Competency Based Assessment allows eligible child care workers in Manitoba to voluntarily participate in a process which develops their skills in and knowledge of the child care field. The competencies to be demonstrated by child care workers are provided in Section III on page 19 and the procedures to be followed in the assessment are outlined in this section. Child care workers are expected to be aware of the process and be active participants in the assessment.

The successful demonstration and assessment of competence:

- results in classification at the Child Care Worker II level for child care workers previously classified at the Child Care Worker I level,
- is one step towards classification at the Child Care Worker III level for child care workers already classified at the Child Care Worker II level, and
- serves as professional development for other child care workers.

For child care workers seeking classification at the Child Care Worker III level, it is necessary to successfully complete 240 hours of study in an approved area of specialization (e.g. Certificate in Day Care Management, Continuing Education Division, University of Manitoba) in addition to the Competency Based Assessment.

Definition of Competence

A competent child care worker is defined as one who:

- conducts herself or himself in an ethical manner,
- meets the specific needs of children,
- works with parents and other adults,and;
- nurtures children's physical, social, emotional and intellectual growth in a child development framework.

Standards of Competence

Competence is measured by the 6 goals and the more specific 13 functional areas developed for Manitoba by Manitoba Education's Child Care Education Program Approval Committee. There are sample behaviours for each of the 13 functional areas which a competent child care worker demonstrates and which may be readily observed by others. These 6 competency goals, 13 funtional areas and sample indicators are outlined in Section III on page 19.

Measurement of Competence

Competence is evaluated by an assessment team. The team approach allows various types of information to be gathered from several perspectives. The assessment team consists of:

- the child care worker, referred to as the Candidate;
- a Parent Representative;
- an Advisor; and
- a Child Day Care Representative.

The eligibility criteria for the team members are outlined in Table 1 on page 7.

It is anticipated that each team member will be able to remain on the team for the entire assessment process. However, if a change needs to be made in the team membership for any reason, each new team member is expected to fulfill all the normal responsibilities for the individual in that role.

TABLE 1

Eligibility Criteria For Assessment Team Members

POSITION ON TEAM	ELIGIBILITY CRITERIA
Candidate	. has applied for assessment . (detailed further on pages 8 and 9)
Parent Representative	. has, or until recently had, a child in facility which employs the Candidate . has no family or strong personal ties with the Candidate . is selected by the Candidate and nominated by centre's Board of Directors
Advisor	. appointed by Child Day Care . approximately 10 advisors to be retained across Manitoba . Child Care Worker III . experienced in child care
Child Day Care Representative	. Child Day Care Staff, normally the Qualifications Co-ordinator

Eligibility for Assessment

Child care workers applying to complete the Competency Based Assessment must meet the following eligibility criteria:

(a) Have regular employment in a licensed day care centre or licensed day care home in Manitoba throughout entire assessment process (i.e. a paid position, not of a substitute or casual nature).

(b) Have one of the following combinations of education, employment and experience:

TYPE OF EDUCATION	AND NUMBER OF HOURS WORKED EACH WEEK IN PROGRAM	AND EXPERIENCE* TO DATE
Post-secondary education in child care equivalent to an approved program	-	-
Post-secondary education in an area related to child care	20 hours per week or more	one program year
	less than 20 hours per week	two program years
No related post-secondary education	20 hours per week or more	two program years
	less than 20 hours per week	three program years

*EXPERIENCE IS TO BE IN A DAY CARE PROGRAM LICENSED IN A CANADIAN PROVINCE OR TERRITORY.

(c) Have a minimum of 3 professional development experiences within the past two years (eg. courses, workshops, conferences, etc.).

(d) Have been classified by Child Day Care at the Child Care Worker I, Child Care Worker II or Child Care Worker III level based upon formal education completed.

(e) Have the support of the director and Board of Directors where employed and where assessment occurs.

(f) Be the child care worker primarily responsible for a group of children between the ages of 2 and 12 years during all observations. The group must be equal in size to the number of children for which a staff person is normally responsible in the day care centre.

(g) Be willing to absorb minimal costs such as the purchase of learning aids, the preparation of the Portfolio (Appendix B), postage, phone calls, etc.

Responsibilities of Team Members

The responsibilities of each of the four members on the assessment team are outlined in Table 2 on pages 10 and 11.

TABLE 2

Responsibilities of Assessment Team Members

POSITION ON TEAM	RESPONSIBILITIES
Candidate	. complete application process (pages 45 to 53) . keep centre director/ Board of Directors informed of process . attend orientation meeting . ensure process runs smoothly . complete Self Assessment (Appendix A) . complete Portfolio (Appendix B) . attend meeting to discuss all data collected by team
Parent Representative	. attend orientation meeting . distribute, collect, compile Parent Questionnaires (Appendices C & D) . conduct observation of and discussion with Candidate (Appendix E) . attend meeting to discuss all data collected by team . receive honorarium from Child Day Care
Advisor	. attend training session offered by Child Day Care . attend orientation meeting for each assessment team . establish relationship with Candidate, provide support throughout process . conduct a minimum of 10 hours of observations of and 3 hours of discussions with Candidate (Appendix F)

TABLE 2

Responsibilities of Assessment Team Members (Cont'd.)

Advisor (Cont'd.)	. suggest and encourage growth producing experiences . attend meeting to discuss all data collected by team
Child Day Care Representative	. provide orientation meetings . provide consultation with team members . monitor all assessments and team processes . conduct observations of and discussions with Candidates . attend meetings to discuss all data collected by teams

Place of Assessment

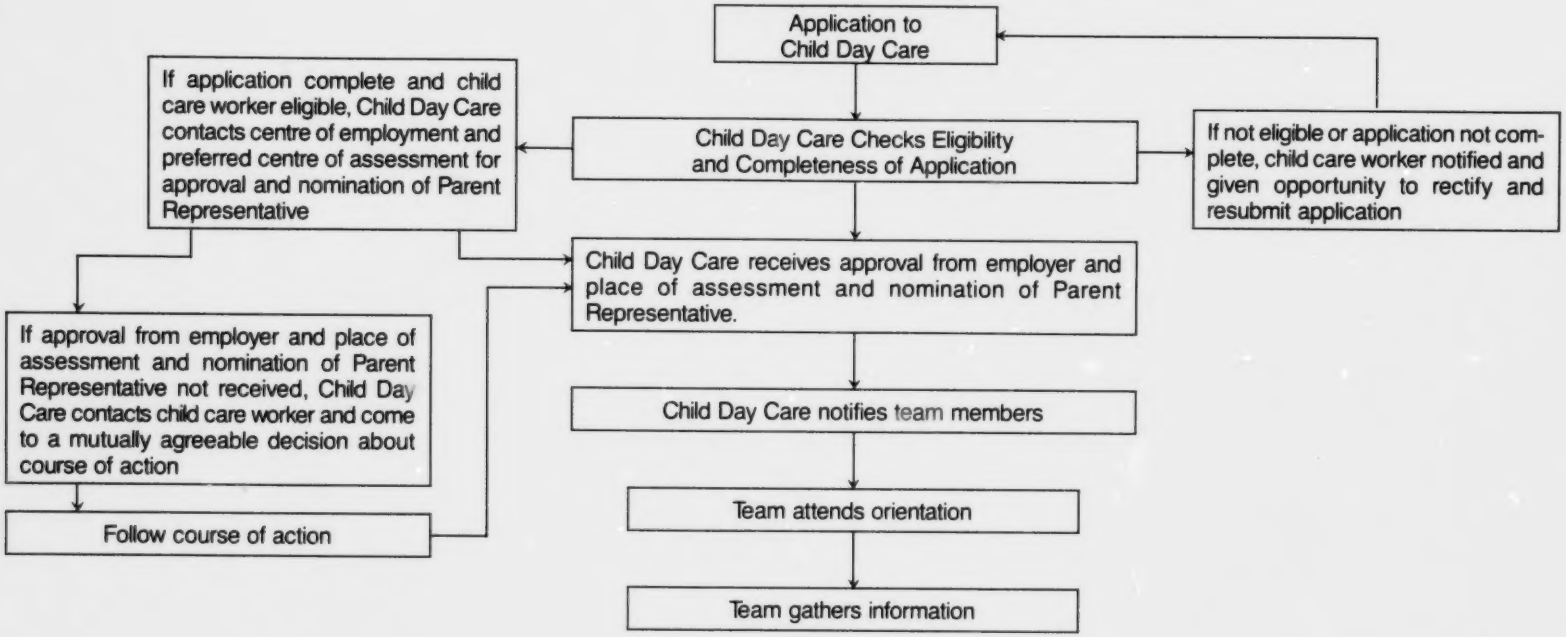
The assessment of a child care worker's competence is carried out in a licensed centre in Manitoba. The child care worker selects the place of assessment. In most circumstances the centre is the child care worker's place of employment.

Steps in Assessment Process

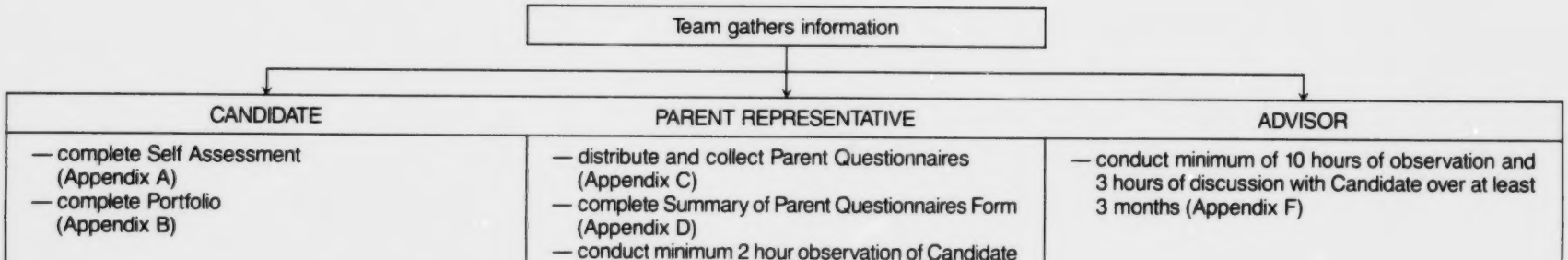
There are three stages in the assessment process:
Application, Information Gathering and Assessment.

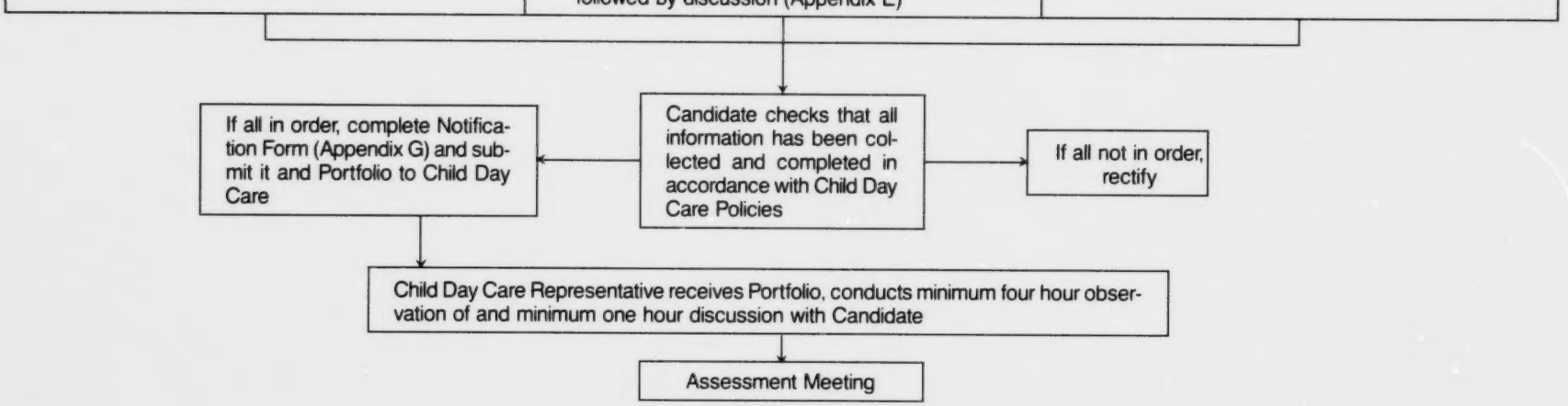
The following flow chart indicates the process a child care worker experiences during each stage of the competency assessment.

APPLICATION STAGE

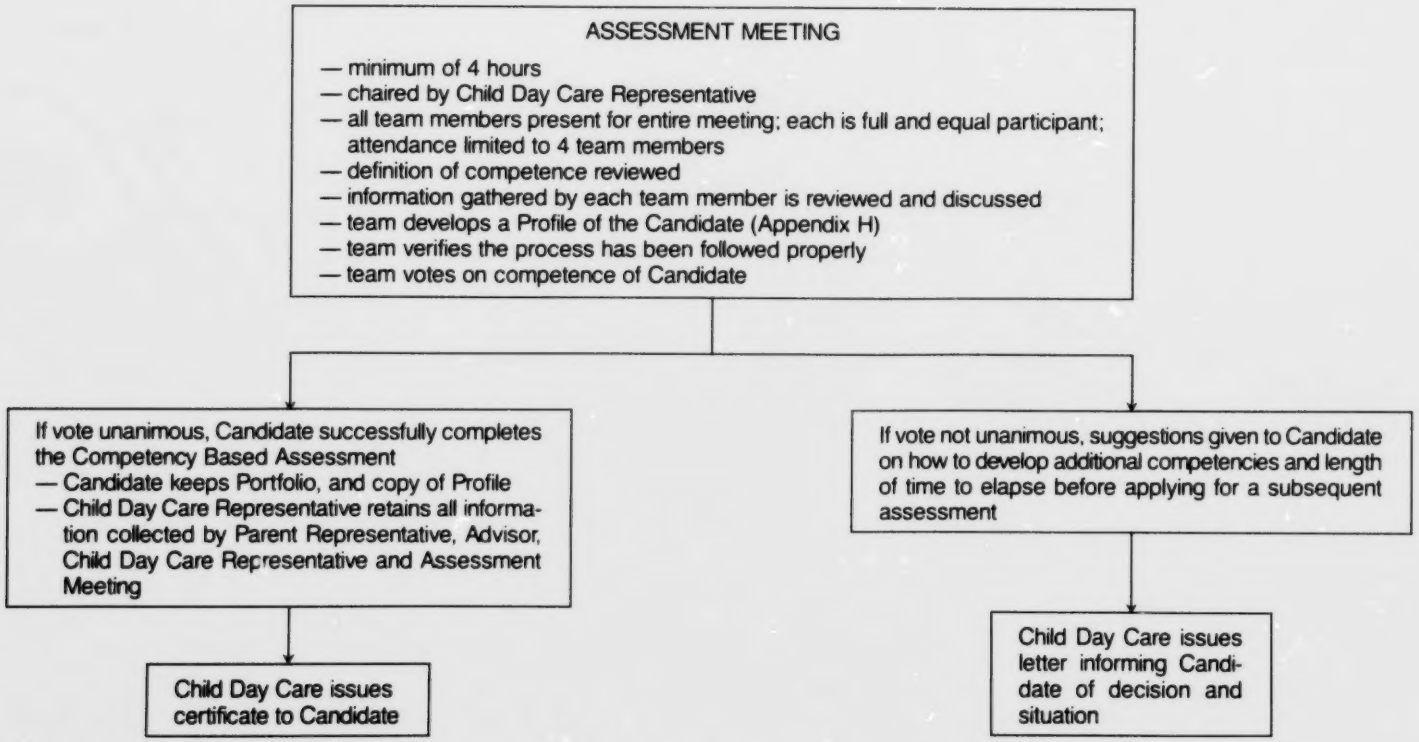

Application to Child Day Care
Child Day Care Checks Eligibility and Completeness of Application
If application complete and child care worker eligible, Child Day Care contacts centre of employment and preferred centre of assessment for approval and nomination of Parent Representative
If not eligible or application not complete, child care worker notified and given opportunity to rectify and resubmit application
Child Day Care receives approval from employer and place of assessment and nomination of Parent Representative.
If approval from employer and place of assessment and nomination of Parent Representative not received, Child Day Care contacts child care worker and come to a mutually agreeable decision about course of action
Follow course of action
Child Day Care notifies team members
Team attends orientation
Team gathers information

INFORMATION GATHERING STAGE


Team gathers information
CANDIDATE
— complete Self Assessment (Appendix A)
— complete Portfolio (Appendix B)
PARENT REPRESENTATIVE
— distribute and collect Parent Questionnaires (Appendix C)
— complete Summary of Parent Questionnaires Form (Appendix D)
— conduct minimum 2 hour observation of Candidate
ADVISOR
— conduct minimum of 10 hours of observation and 3 hours of discussion with Candidate over at least 3 months (Appendix F)


Candidate checks that all information has been collected and completed in accordance with Child Day Care Policies
If all in order, complete Notification Form (Appendix G) and submit it and Portfolio to Child Day Care
If all not in order, rectify
Child Day Care Representative receives Portfolio, conducts minimum four hour observation of and minimum one hour discussion with Candidate
Assessment Meeting

ASSESSMENT STAGE


ASSESSMENT MEETING
— minimum of 4 hours
— chaired by Child Day Care Representative
— all team members present for entire meeting; each is full and equal participant; attendance limited to 4 team members
— definition of competence reviewed
— information gathered by each team member is reviewed and discussed
— team develops a Profile of the Candidate (Appendix H)
— team verifies the process has been followed properly
— team votes on competence of Candidate
If vote unanimous, Candidate successfully completes the Competency Based Assessment
— Candidate keeps Portfolio, and copy of Profile
— Child Day Care Representative retains all information collected by Parent Representative, Advisor, Child Day Care Representative and Assessment Meeting
Child Day Care issues certificate to Candidate
If vote not unanimous, suggestions given to Candidate on how to develop additional competencies and length of time to elapse before applying for a subsequent assessment
Child Day Care issues letter informing Candidate of decision and situation

Length of Time to Complete the Assessment

The assessment process requires several months to complete. Each child care worker participating in the assessment determines the pace at which the process is completed. Completion of the assessment within the centre's program year is recommended.

Changes in Candidate's Employment

If any of the following situations arise with respect to the Candidate:

- 50% or more of the children in care change, or
- centre of employment or room for which responsible changes, or
- philosophy of program changes, or
- 3 months has passed since the completion of the Portfolio or observations,

then the Candidate needs to update the Portfolio (Appendix B) by adding two entries for each functional area or by explaining why the change does not affect a specific functional area. The Parent Representative and Advisor need to begin the Information Gathering Stage again (see page 13) and complete all aspects of their responsibilities.

Classification/Licensing and the Competency Based Assessment

A certificate is issued by Child Day Care to all Candidates who successfully complete the Competency Based Assessment.

Classification as a child care worker is based upon either formal education completed or the Competency Based Assessment. Licensing for family day care providers is based on such areas as program, safety, nutrition and a personal assessment. It is important to note that the outcome of the Competency Based Assessment does not affect either the classification based on formal education completed or the licensing of family day care providers.

If a child care worker is classified at the Child Care Worker II or III level at the beginning of the assessment and does not successfully complete the assessment, classification remains at the Child Care Worker II or III level, respectively.

The licence of family day care providers who undertake the Competency Based Assessment is not affected in any way as a result of the outcome of the assessment.

Appeals of the Competency Based Assessment

If a child care worker is not granted a Child Care Worker II classification based upon the competency assessment, the child care worker has the right to appeal the decision to the Day Care Staff Qualifications Review Committee, an independent appeal board appointed by the Manitoba Government under The Community Child Day Care Standards Act.

Subsequent Assessments

If a child care worker does not successfully complete the Competency Based Assessment, the recommendations of the team members concerning additional experiences are to be followed before the child care worker applies for a subsequent assessment.

Subsequent assessments involve a new assessment team and a requirement to update the Portfolio. More detailed information will be provided to those child care workers who require it.

Prioritization of Applications

Applications for the Competency Based Assessment are prioritized as follows, taking into account the date of application and the availability and suitability of advisors in the region:

1. Directors of centres who require classification at the C.C.W. II or C.C.W. III level to meet licensing regulations.

2. Child care workers employed in centres which require additional trained staff to meet licensing regulations.

3. Centre based workers classified at the Child Care Worker I level.

4. Family day care providers classified at the Child Care Worker I level.

5. Centre based workers classified at the Child Care Worker II level.

6. Family day care providers classified at the Child Care Worker II level.

7. Centre based workers classified at the Child Care Worker III level.

8. Family day care providers classified at the Child Care Worker III level.

Licensed Family Day Care Providers and the Competency Based Assessment

The following modifications to the normal policies and procedures of the Competency Based Assessment have been developed for licensed family day care providers.

The Parent Representative may be nominated by the provider, rather than five names being submitted to the Board of Directors for nomination of one. Providers need to be aware of the remaining eligibility criteria for Parent Representatives when making their nominations.

A provider's Day Care Co-ordinator is requested to sign a form acknowledging awareness of the provider participating in the assessment. This is in lieu of the child care worker receiving permission from the employer to participate. This form will be forwarded directly to the Day Care Co-ordinator by Child Day Care's Qualifications Co-ordinator.

The Self Assessment (Appendix A) may be completed by the Candidate with reference to the family day care home. The majority of the Portfolio (Appendix B) may be completed with reference to the home, but two entries in each of the 13 functional areas must be completed with reference to the centre where the assessment is being conducted. Each entry must be clearly labelled to indicate whether it refers to the home or centre.

III COMPETENCY STANDARDS

The Competency Standards are the standards used to evaluate a Candidate's performance with children and families during the Competency Based Assessment.

The Competency Standards are divided into six competency goals, which are statements of a general purpose or goal for caregiver behaviour.

The six goals are defined in more detail in 13 functional areas, which describe the major tasks or functions that a caregiver must complete in order to carry out the competency goals. Each functional area is explained by a developmental context, which presents a brief overview of child development and provides a rationale for the functional area definition and examples of competent caregiver behaviour that follow.

Each functional area is further explained by a list of sample caregiver behaviours. These examples describe behaviour which demonstrates that a caregiver is acting in a competent way or exhibiting a skill in a particular functional area. During the assessment process, most Candidates exhibit additional competent behaviours, and competent Candidates might not demonstrate all the examples listed under a functional area.

Competent caregivers integrate their work and constantly adapt their skills - always thinking of the development of the whole child. In all functional areas, it is important for competent caregivers to individualize their work with each child while meeting the needs of the group. In every area, too, caregivers must promote multiculturalism, support families with different languages, and meet the needs of all children. While demonstrating skills and knowledge, competent caregivers must also demonstrate personal qualities, such as flexibility and a positive style of communicating with young children and working with families.

The Competency Standards have been adapted from the Child Development Associate National Credentialing Program in Washington, D.C. for Manitoba by the Child Care Education Program Approval Committee, Manitoba Education.

TABLE 3

Child Care Worker Competencies

6 COMPETENCY GOALS	13 FUNCTIONAL AREAS
I Establishes and maintains a safe and healthy learning environment	1. Safe 2. Health 3. Learning Environment
II Advances physical and intellectual competence	4. Physical 5. Cognitive 6. Communication 7. Creative
III Builds positive self-concept and individual strength	8. Self
IV Promotes positive functioning of children and adults in a group	9. Social 10. Guidance and Discipline
V Brings about optimal co-ordination of home and centre child-rearing practices and expectations	11. Families
VI Carries out supplementary responsibilities related to children's programs	12. Program Management 13. Professionalism

COMPETENCY I

ESTABLISHES AND MAINTAINS A SAFE AND HEALTHY LEARNING ENVIRONMENT

1. FUNCTIONAL AREA: SAFE

THE CHILD CARE WORKER HELPS TO PROVIDE A SAFE ENVIRONMENT TO PREVENT AND REDUCE INJURIES.

One of the most basic services for children is to ensure their safety and well-being. Indoor and outdoor areas should be free of dangerous conditions and materials. The child care worker should have the skills and knowledge, and pay the attention necessary to prevent injuries and to handle emergencies, accidents, and injuries appropriately when they occur.

For example, the child care worker:

- keeps both the inside of the centre and the outdoor play area free of debris and structural hazards,
- knows how to use safety equipment, such as fire extinguishers and smoke detectors,
- ensures that safety equipment, such as fire extinguishers and smoke detectors, are in place and operable,
- practises procedures for fires, natural disasters, and other emergencies,
- maintains a readily accessible and current list of phone numbers for contacting parents and emergency services,
- uses diagrams, pictures, and languages understood by children and adults to label exits and post instructions,
- covers electrical outlets and takes other precautions for children's safety in the centre,
- anticipates and makes plans to prevent potentially dangerous situations,

- regularly checks the facility, equipment, and toys to be certain that they are in good condition and safe for children to use,
- keeps tools and dangerous substances, such as medicine, cleaning products, and matches out of the children's reach,
- supervises children when stove or other appliances are in use and practises kitchen safety, such as turning pot handles away from the edge of the stove or table,
- supervises all indoor and outdoor play,
- implements plans to prevent potentially dangerous situations,
- knows basic first aid procedures,
- maintains adequate first aid supplies,
- uses safe auto and bus travel procedures and appropriate car seats and seat belts as restraints while children are travelling,
- discusses home and transportation safety information with parents,
- records accidents and injuries.

2. FUNCTIONAL AREA: HEALTH

THE CHILD CARE WORKER PROMOTES GOOD HEALTH AND NUTRITION AND PROVIDES AN ENVIRONMENT THAT DOES NOT CONTRIBUTE TO OR CAUSE ILLNESS OR DISEASE.

Children need an environment that is clean and properly lighted, ventilated and heated. Indoor and outdoor areas should be free of materials or conditions that could endanger children's health. Good health involves sound medical and dental practices and good nutrition. The child care worker should model and encourage good health and nutrition habits with children. Prompt care should be given to children who are or become ill.

For example, the child care worker:

- conducts activities in a positive, relaxed and pleasant atmosphere to reduce tension and stress,

- attends to children's physical needs, such as toileting, eating and napping,
- provides nurturance and affection,
- maintains adequate ventilation and lighting and comfortable room temperatures,
- cleans play areas and materials regularly and properly,
- carries out sanitary procedures,
- provides experiences which teach good health practices - physical, mental, dental and nutritional,
- uses role play, visual materials and real objects to teach and model good health practices,
- uses available health and nutritional consultants as a resource to support health and nutrition activities,
- plans health education activities that integrate health and nutrition information from the children's cultures with medically accepted health and nutrition practices,
- knows which children have allergies and other conditions that require special care,
- maintains communication with parents about children's health, communicable diseases and prescribed medication being administered,
- recognizes and reports through appropriate channels unusual emotional and physical behaviour and conditions in children,
- informs and encourages parents to obtain appropriate treatment for unusual emotional and physical behaviour and conditions in children,
- recognizes symptoms of common childhood diseases, such as colds, flu and chicken pox and examines children when disease is suspected,
- isolates the child with such symptoms from other children when appropriate,
- notifies parents and proper authorities when disease is suspected,

- follows centre procedure for maintaining health records and administering medication and first aid,
- keeps current emergency telephone numbers handy for each child's parent(s), nearest relative and medical provider,
- makes information concerning children's allergies and other conditions that require special care available to other adults working in the centre,
- recognizes symptoms of possible abuse and neglect, and follows established centre policies and regulations,
- plans, prepares and serves nutritious snacks and meals, recognizing a variety of cultural backgrounds,
- establishes a relaxed mealtime routine that makes eating pleasant for each child,
- encourages but does not force children to try new foods,
- avoids using food as a reward or withholding it as a punishment,
- provides parents with information on available health and nutrition resources,
- refers parents to health resources, such as physicians or community clinics, which provide services to children in their own language, wherever possible.

3. FUNCTIONAL AREA: LEARNING ENVIRONMENT

THE CHILD CARE WORKER USES SPACE, MATERIALS, AND ROUTINES AS RESOURCES FOR CONSTRUCTING AN INTERESTING AND ENJOYABLE ENVIRONMENT WHICH ENCOURAGES EXPLORATION AND LEARNING.

Children learn through their own experience, trial and error, and imitation. The child care worker can guide and encourage children's learning by ensuring that the environment invites active exploration and movement by children and supports a broad array of experiences. A reliable framework of routines together with stimulating experiences facilitate children's learning.

For example, the child care worker:

- plans and maintains an environment that is attractive as well as functional,
- plans for the acquisition of materials and equipment that encourage and stimulate a breadth and variety of learning opportunities,
- selects, uses and rotates materials and equipment appropriate to the emotional, physical, social and cognitive needs of children and to their individual learning styles,
- provides easily accessible materials that children can explore by themselves,
- organizes space into areas, such as housekeeping and block building, whose functions are understood by children and adults, and which encourage appropriate and independent use of materials,
- balances active and quiet, free and structured, indoor and outdoor activities,
- recognizes and capitalizes on everyday routines and activities, such as mealtime and cleanup, as learning opportunities for children,
- plans effective ways to handle transition periods,
- provides for children's need for privacy and solitary play,
- organizes day so there is time for individual attention to each child,
- provides a place for each child to store her or his belongings,
- demonstrates acceptance of each child's background, family structure, race, gender and culture through materials, songs, games, pictures, books and celebrations selected for use,
- provides ideas to help parents make toys and equipment from free or inexpensive, easily available materials, and to use their homes as learning environments for their children,
- includes the community in learning experiences, for example, visits to centre by local fire department, trips to local shops, post office, community events.

COMPETENCY II

ADVANCES PHYSICAL AND INTELLECTUAL COMPETENCE

4. FUNCTIONAL AREA: PHYSICAL

THE CHILD CARE WORKER PROVIDES A VARIETY OF EQUIPMENT, ACTIVITIES, AND OPPORTUNITIES TO PROMOTE THE PHYSICAL DEVELOPMENT OF CHILDREN.

Physical development is an essential part of the total development of children. Developing physically includes using large and small muscles, co-ordinating movements, and using the senses. The child care worker should provide the materials, equipment, and opportunities for indoor and outdoor activities which encourage this development.

For example, the child care worker:

- develops realistic expectations for each child based on understanding how children develop physically,
- understands the relationships among children's physical, intellectual, social and emotional development,
- uses a variety of activities from children's culture(s), such as dances, music and active games,
- uses opportunities which encourage children to develop their senses by noticing colors, smelling odours, distinguishing sounds, feeling and touching a variety of objects, and tasting different foods,
- plans, provides and monitors for a balance of activities for physical skills and sensory development at the appropriate level for each child,
- participates daily in appropriate large muscle, physical activities with children, both indoors and outdoors,
- plans time for outdoor play each day and/or active indoor play,
- recognizes signs of physical handicaps and developmental delays and reports them to the appropriate person,

- refers parents to appropriate services, and follows up on referrals,
- communicates to children and their parents the importance of exercise and physical activity for healthy growth and development and preventive health care,
- encourages parents to provide opportunities for motor and sensory development at home and in the community.

5. FUNCTIONAL AREA: COGNITIVE

THE CHILD CARE WORKER PROVIDES ACTIVITIES AND EXPERIENCES THAT DEVELOP QUESTIONING, PROBING, EXPLORATION AND PROBLEM SOLVING APPROPRIATE TO THE DEVELOPMENTAL LEVELS AND LEARNING STYLES OF CHILDREN.

Exploring and trying to understand the world is natural and crucial to children's development. Activities that introduce children to new ideas and new ways of knowing and understanding the world can deepen and extend their thinking abilities. As children learn and grow, their thinking capacities expand and become more flexible. The child care worker should support and guide this process by providing experiences and information and by answering children's questions in ways that increase their knowledge.

For example, the child care worker:

- uses techniques and activities which stimulate children's curiosity, inventiveness, problem-solving and communication skills,
- uses equipment and materials that children can explore and master by themselves,
- reads with children each day, using a wide variety of literature,
- recognizes that important learning takes place when children play,
- recognizes the value of everyday housekeeping tasks and uses them as learning experiences,

- uses the centre environment, everyday activities and homemade materials to encourage children's intellectual development,
- helps children undertake new tasks at their own speed,
- helps children learn to anticipate events by explaining, making predictions and asking questions about what will happen,
- is alert to the task a child is attempting and provides appropriate support,
- sets challenges for children that are just beyond their present capabilities,
- helps children discover ways to solve problems that arise in daily activities,
- recognizes the importance of children's learning through doing,
- uses the community to extend children's learning opportunities,
- plans and maintains an environment rich in opportunities to explore and discover,
- uses opportunities for children to see relationships between cause and effect, and means and ends,
- facilitates and models the use of materials for the understanding of cause-effect and means-end relationships,
- plans, provides and uses culturally relevant materials for learning activities,
- recognizes signs of or indications of learning problems, reports to appropriate person and makes referrals,
- recognizes differences in individual learning styles,
- plans ways to work effectively with each child,

6. FUNCTIONAL AREA: COMMUNICATION

THE CHILD CARE WORKER PROVIDES OPPORTUNITIES FOR CHILDREN TO UNDERSTAND, ACQUIRE AND USE VERBAL AND NONVERBAL MEANS OF COMMUNICATING THOUGHTS AND FEELINGS.

Communication between people can take many forms, such as spoken words or sounds, gestures, eye movements, body movements, and touch. Children need to understand and use verbal and nonverbal means of communicating thoughts, feelings, and ideas. The child care worker can

help children develop their communication skills by providing opportunities for children to listen, interact, and express themselves freely with other children and adults.

For example, the child care worker:

- has realistic expectations for each child's understanding and use of speech and language, based on knowledge of language development and the individual child,
- talks often with children and stimulates communication among children and with adults in the room,
- uses activities which encourage children to develop listening and comprehension skills,
- recognizes and respects variations in speech patterns and expression,
- in talking with children, is aware of her or his role as a language model,
- listens patiently to children, tries to understand what they want to communicate, and helps them to express themselves,
- provides many opportunities for children to speak without interruption or pressure,
- uses opportunities for children to represent their ideas nonverbally through activities such as painting, music making, and creative movement,
- helps children to develop, understand and use words to express feelings, for example, by discussing with children how they feel in different situations,
- encourages parents to establish open communication with their children by often talking with and listening to them,
- tells stories, looks at and reads books with children regularly, and encourages parents to do the same,
- uses local resources such as libraries, community members and community events for language development,
- helps children connect word meaning(s) to experience,

- respects the first language of children and encourages them to learn French/English,
- provides a good language model in the accepted language(s) of the centre,
- encourages children who speak other languages to teach others new words and expressions,
- uses songs and games from the children's cultures for language development,
- recognizes and respects cultural differences in manner of communication such as with the use of eye contact,
- recognizes communication impairments or delays,
- makes and follows up on referrals to see that recommendations of specialists are implemented for the child in centre activities,
- provides a range of materials and an environment for the opportunity to communicate through a variety of mediums.

7. FUNCTIONAL AREA: CREATIVE

THE CHILD CARE WORKER PROVIDES EXPERIENCES THAT STIMULATE CHILDREN TO EXPLORE AND EXPRESS THEIR CREATIVE ABILITIES.

All children are imaginative and have creative potential. They need opportunities to develop and express these capacities. The child care worker should encourage and support the development of children's creative impulses through a wide variety of activities and materials that encourage spontaneous expression and representation, and that expand and extend children's imagination.

For example, the child care worker:

- recognizes that the process of creating is more important than the product,
- understands that each child's creative expression is unique and does not expect uniformity,
- accepts and values each child's creative expression,

- provides opportunities for individual expression and interpretation in art, movement, language, music and dramatic play,
- supports children in make-believe play,
- models and encourages children's creativity in language through word play,
- encourages children to try new and different activities,
- uses unstructured materials, such as blocks, finger paint, clay or water,
- encourages detailed and continuing exploration of creative materials, for example by letting a block structure stand so that the building can continue the next day,
- models creativity by using homemade materials and found objects,
- displays children's creative work attractively and respectfully,
- encourages parents to accept and praise children's creative expressions and ideas,
- establishes and maintains an environment that allows and encourages children to explore, to experiment and to express their own ideas in personally meaningful ways,
- ensures opportunities are provided each day for spontaneous play,
- provides materials that can be used in more than one way,
- keeps informed about cultural resources and events in the community and uses them for children when possible,
- helps parents understand the importance of creative expression in children's development and the need to provide children with opportunities for creative expression,
- plans for the acquisition of materials and equipment that encourages and stimulates a breadth and variety of creative opportunities,
- plans for and includes music, art, literature, dance, role playing and other creative activities from the children's culture.

COMPETENCY III

BUILDS POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

8. FUNCTIONAL AREA: SELF

THE CHILD CARE WORKER HELPS EACH CHILD TO KNOW, ACCEPT, AND TAKE PRIDE IN HERSELF OR HIMSELF AND TO DEVELOP A SENSE OF INDEPENDENCE.

All children need to develop self-knowledge, self-understanding and self-esteem. Knowing one's self includes knowing about one's body, feelings, and abilities. It also means having a clear gender identity and identifying one's self as a member of a family group and of a cultural and ethnic community with a past, present, and future. Accepting and taking pride in one's self comes from experiencing success and being accepted by others. Self-esteem develops as children master new abilities, experience success as well as failure, and realize their own effectiveness in handling increasingly challenging demands.

For example, the child care worker:

- treats each child as an individual with his or her own strengths and unique characteristics,
- treats a child as a full human being,
- is honest, trustworthy and respectful with a child, for example, keeps promises and tells the truth,
- accepts a child's individual level of development,
- encourages a child to respect and support others,
- is sensitive to different values and expectations concerning independence and expression of feelings,
- addresses each child by name, talks with each child and encourages children to call other children and adults by name,

- has affectionate and appropriate physical contact with children,
- arranges for orientation of a new child to the program,
- integrates a child into the group upon arrival and prepares the child for returning home,
- provides materials which will support the development of a child's self-concept,
- offers children choices in activities, materials and foods, and respects their choices,
- encourages and helps a child to practise self-help skills when eating, getting dressed, using toys and equipment, and cleaning up,
- uses celebrations, foods, music, pictures, dolls, dance, books and clothing which reflect a child's cultural and family background,
- uses experiences for children which offer them challenges and allow successes to be experienced,
- alerts other children, workers and parents of a child's success and achievements,
- delights in a child's success, expresses kindness and support when a child is having trouble, and helps children learn from mistakes,
- helps a child recognize and accept feelings such as joy, affection, anger, jealousy, sadness and fear, and express these feelings in developmentally appropriate ways,
- shows appropriate expression of feelings and describes the feelings for a child,
- recognizes indicators of difficulties in developing a positive self-concept and refers a child for follow up.

COMPETENCY IV

PROMOTES POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP

9. FUNCTIONAL AREA: SOCIAL

THE CHILD CARE WORKER HELPS CHILDREN LEARN TO GET ALONG WITH OTHERS AND ENCOURAGES FEELINGS OF EMPATHY AND MUTUAL RESPECT AMONG CHILDREN AND ADULTS.

Children need to develop social skills that help them work and play cooperatively and productively with other children and adults. To do this, children need to feel secure themselves and have experiences which help them to understand and value other people. Such understanding and respect come in part from activities that encourage sharing of experiences and responsibilities. They also come from learning about different individual and group values in a positive way.

For example, the child care worker:

- helps children learn positive ways of interacting with children and adults,
- has realistic expectations for young children's social behaviour,
- serves as a model by building a positive relationship with each child as an individual,
- recognizes and respects privacy and property rights of children,
- helps the child learn to respect the rights and possessions of others,
- helps children learn to share, "take turns" and work co-operatively,

- recognizes and supports children's attempts to resolve their differences with other people,
- encourages children to express their feelings and assert their rights in socially acceptable ways,
- encourages children to ask for, accept and give help to one another,
- encourages children to make friends,
- encourages play among all children,
- helps parents understand issues of normal social development such as separation, aggression, shyness and making friends,
- provides an environment which encourages positive relationships with other adults in the centre,
- plans an environment which encourages positive social interaction.

10. FUNCTIONAL AREA: GUIDANCE AND DISCIPLINE

THE CHILD CARE WORKER PROVIDES AN ENVIRONMENT IN WHICH CHILDREN CAN LEARN AND PRACTISE BEHAVIOURS WHICH ARE APPROPRIATE AND ACCEPTABLE INDIVIDUALLY AND IN A GROUP.

Knowing what behaviour is appropriate or acceptable in a situation is an important skill. Children develop this understanding by experiencing situations in which limits and realistic expectations are consistent and clearly and positively defined. Understanding and following simple rules can help children develop self-control. Children feel more secure when they know what is expected of them and when those expectations are realistic and take into account each child's individual needs.

For example, the child care worker:

- knows a variety of positive guidance methods such as reinforcement and redirection, and uses each appropriately,

- relates guidance practices to knowledge of each child's personality and level of development,
- explains guidelines and limits to each child at her or his level of understanding,
- uses firm and friendly techniques, such as reminding and persuading, when rules are forgotten or disobeyed,
- uses positive language with children, for example "walk" rather than "don't run",
- anticipates confrontations between children and defuses provocative behaviour,
- addresses the problem behaviour rather than labelling the child,
- helps children to use language as a tool for resolving their difficulties and conflicts,
- helps children accept their sad or angry feelings and provides acceptable outlets for children to discharge them,
- is consistent with other adults in the group in using guidance and discipline techniques and with the centre's policy for behaviour management,
- recognizes that guidance and discipline techniques used in the centre are a model for parents,
- recognizes and accepts a variety of cultural expectations concerning guidance and discipline,
- establishes and uses simple, reasonable and consistent guidelines for children's behaviour that do not threaten or embarrass, but do encourage self-control,
- refers parents to classes, books and other resources related to child-rearing, guidance and discipline,
- provides parents with resources relating to child-rearing, guidance and discipline,
- posts and communicates intent of the centre's behaviour management policy,
- conveys and interprets differences between home and centre in child guidance.

COMPETENCY V

BRINGS ABOUT OPTIMAL COORDINATION OF HOME AND CENTRE CHILD-REARING PRACTICES AND EXPECTATIONS

11. FUNCTIONAL AREA: FAMILIES

THE CHILD CARE WORKER MAINTAINS AN OPEN, FRIENDLY, AND INFORMATIVE RELATIONSHIP WITH EACH CHILD'S FAMILY AND ENCOURAGES FAMILY INVOLVEMENT IN THE PROGRAM.

Children live and grow in families that take many forms. Each family has primary responsibility for its own children. A family may share this responsibility for its children with others. The family and the caregiver become partners who communicate freely and openly for the mutual benefit of the children, the family, and the caregiver.

For example, the child care worker:

- arranges for orientation to the program for new families,
- recognizes that children's primary caregivers may be both parents, single mothers or fathers, grandparents, uncles, aunts, sisters, brothers, foster parents or others, and that each may act as a parent,
- establishes and maintains a positive tone with all parents that is relaxed, sincere, respectful and interested,
- sends home items made by the children,
- suggests and/or provides activities and materials that parents can share with their children at home,
- is sensitive to and supports children when family problems seem to affect them,
- reports problems of suspected abuse and neglect promptly, responsibly and according to centre policy and provincial law,

- recognizes and respects the culture, social background, childrearing and religious beliefs and practices of each family,
- provides opportunities for parents and other family members to share their skills and talents in the centre as one method of incorporating cultural experiences,
- encourages parents to keep centre informed of important family events and their children's problems and development at home,
- observes strict confidentiality regarding children and families,
- makes parents aware of a policy of confidentiality regarding children and families,
- interviews parents for general background and periodic update of child and family information,
- asks for day to day information about individual children from those who know the children best - their parents,
- keeps parents regularly informed about their children's experiences at the centre through notes, conversations and phone calls,
- arranges for parents to be informed through newsletters and parent meetings,
- discusses with parents their children's styles, strengths and needs,
- discusses with parents their children's daily progress,
- encourages parents to participate in parent-initiated activities in the centre,
- plans activities for parent participation with their children,
- organizes and facilitates parents' participation in planning the centre's program, family events, parent-initiated activities and membership in parent advisory groups or boards of directors,
- organizes and facilitates parents' visits to the centre,

- respects and understands the parents' views when goals or policies of the program differ from or conflict with values and expectations at home, and attempts to resolve the differences or conflicts,
- offers parents information about health services, social services and other resources within the community,
- encourages and assists parents to communicate confidently about their children with public schools and other community agencies,
- helps parents make informed choices of future school placements for their children.

COMPETENCY VI

CARRIES OUT SUPPLEMENTARY RESPONSIBILITIES RELATED TO CHILDREN'S PROGRAMS

12. FUNCTIONAL AREA: PROGRAM MANAGEMENT

THE CHILD CARE WORKER IS A COMPETENT ORGANIZER, PLANNER, RECORD KEEPER, AND MANAGER WHO USES ALL AVAILABLE RESOURCES TO ENSURE AN EFFECTIVE OPERATION.

Running an effective operation requires a systematic approach so that the child care worker can determine the needs of the operation, families, and children, can make plans based on those needs, and can keep accurate records of needs, plans and practices. This systematic approach should be applied to everything from keeping records of attendance, fees, health status, or home visits, to planning ways of meeting the needs of children and their families.

For example, the child care worker:

- works with parents and other staff to identify the strengths and needs of each child,
- identifies culturally appropriate activities and materials to implement plans for working with children each day,
- works as a member of a team with others in the centre, including substitutes, parents and volunteers,
- uses observation skills and records relevant information about children and their families in an nonjudgmental manner,
- provides a system for the recording of children's growth, behaviour and progress,

- records the growth, behaviour and progress of each child and the group regularly as required by the centre,
- ensures that records of children's behaviour are maintained and shared with parents and appropriate staff,
- plans a balance of goals and objectives for each child with those for the group, and develops realistic plans responsive to the needs of all,
- reviews children's social, emotional, physical and intellectual development in relation to program planning,
- follows up on any referrals made and works with the family to meet the goals for the child,
- plans long range programs,
- is familiar with local licensing regulations,
- ensures that the centre is operated in accordance with licensing regulations,
- is familiar with legislation relating to children and families,
- recognizes signs of stress in self and co-workers and provides support to co-workers who show signs of stress,
- is familiar with employment policies and employee's rights and responsibilities,
- is aware of functions relating to centre finances,
- demonstrates problem-solving techniques.

13. FUNCTIONAL AREA: PROFESSIONALISM

THE CHILD CARE WORKER SEEKS OUT AND TAKES ADVANTAGE OF OPPORTUNITIES TO IMPROVE COMPETENCE, BOTH FOR PROFESSIONAL GROWTH AND FOR THE BENEFIT OF CHILDREN AND FAMILIES.

No matter how competent a person is, improvement can always be sought. To become more competent, one must continuously evaluate one's own work in an objective way. The child care worker should continue to set new goals and seek out and take advantage of experiences that will help her or him to grow.

For example, the child care worker:

- enjoys working with children in a centre,
- conducts herself or himself in a professional manner,
- understands the philosophy of the program and can describe its goals and objectives to others,
- keeps all personal information about children and families confidential,
- evaluates own performance to identify needs for professional growth,
- participates in peer evaluation and is able to accept comments and criticism from colleagues, supervisors and parents in a constructive way,
- approaches supervision in a co-operative spirit by accepting supervision offered, as well as seeking out supervisors and asking for comments and evaluation,
- takes advantage of opportunities for professional and personal development by attending staff meetings, inservice training, courses and conferences, and by joining appropriate professional organizations,
- shares her or his particular expertise with other staff members,
- learns all she or he can about the culture(s) of the children in her or his group,
- seeks information about the children she or he is serving, for example, information about infant development, bilingual children and children with handicaps, to promote well-being and development of children,
- keeps informed about new developments and issues in the early childhood education profession, as well as legislation that affects it,
- is an advocate for children and families,

- continues to gain knowledge of physical, cognitive, language and social development as a basis for working effectively with children in groups and formulating realistic program goals,
- communicates with parents and other child care professionals, and with other professionals in related fields, through association membership, discussion and visits.

IV APPLICATION PROCESS

Child care workers interested in completing the Competency Based Assessment are required to complete the application form on pages 49 to 53 and mail to Child Day Care, 2nd Floor-114 Garry St., Winnipeg, Manitoba, R3C 1G1.

The application checklist on pages 46 and 47 is of assistance in ensuring the completeness of each application.

After Child Day Care receives each application and accompanying information, it will be determined whether or not the applicant is eligible to proceed with the assessment.

If the applicant is not eligible to proceed with the assessment she/he will be notified of the reason(s) and invited to rectify the situation and reapply.

If the applicant is eligible to proceed with the assessment, Child Day Care will contact the place of employment and preferred place of assessment to obtain approval and will request that the Board of Directors from the applicant's place of employment nominate a Parent Representative. After Child Day Care receives this approval and Parent Representative nomination, the applicant will be notified of the names of the individuals to serve on the assessment team and the location of the assessment. An orientation meeting of all team members will be arranged by Child Day Care.

APPLICATION CHECKLIST

This checklist outlines a sequence of steps to follow in order to complete all application responsibilities. The checklist is intended to assist you in completing the application process.

Read through the booklet entitled Competency Based Assessment: Policies and Procedures.

☐ Check that you meet all the eligibility criteria:

- ☐ . expect to have regular employment in a licensed child care facility in Manitoba throughout the assessment process,
- ☐ . have accumulated one of the combinations of education and experience outlined on page 8 of Competency Based Assessment: Policies and Procedures,
- ☐ . have completed a minimum of 3 professional development experiences within the past two years,
- ☐ . have been classified by Child Day Care as a Child Care Worker I, II or III based on formal education completed,
- ☐ . have the support of director and Board of Directors where employed,
- ☐ . have support of director and Board of Directors where assessment to occur, if different than above,
- ☐ . have arranged to be primarily responsible for a group of children between the ages of 2 and 12 years during all observations. The group must be equal in size to the number of children for which a staff person is normally responsible in the day care centre.
- ☐ . are willing to absorb minimal costs (learning aids, portfolio preparation, postage, etc.).

☐ Meet with your director and Board of Directors to obtain approval to participate in the assessment.

☐ Meet with the director and Board of Directors of the centre at which you wish to be assessed to obtain approval to participate in the assessment, if different centre than above.

☐ Gather transcripts of courses completed, if any.

☐ Request letter(s) verifying number of years of experience in child care.

- [ ] Prepare a description of all professional development experiences you have had in the past 2 years (workshops, conferences or courses attended, etc.).

- [ ] Prepare list of approximately 5 parents who are or recently have been affiliated with your centre of employment and who you feel would be suitable to serve as a Parent Representative. (Your list of suggestions will be forwarded to Board of Directors by Child Day Care for nomination of one.)

- [ ] Complete the application form.

- [ ] Attach transcript(s); letter(s) verifying number of years experience in child care; report of your professional development activities over the past two years; list of parents, one of whom may be nominated as the Parent Representative.

- [ ] Double check that you have completed the application form.

- [ ] Double check that you have attached the following:

    - [ ] Transcript(s).

    - [ ] Letter(s) verifying number of years of experience in child care.

    - [ ] A report of your Professional Development over the past 2 years.

    - [ ] List of parents, one of whom may be nominated as your Parent Representative

- [ ] Mail application.

CUT HERE AND DETACH

APPLICATION FOR

COMPETENCY BASED ASSESSMENT

Please Read...

Competency Based Assessment: Policies and Procedures

before completing this application.

Complete pages 49, 51, 53 and send to:

Qualifications Co-ordinator
Child Day Care
Manitoba Community Services
2 - 114 Garry Street
Winnipeg, Manitoba R3C 1G1

NAME _____
(Surname) (Given Names)

HOME ADDRESS _____

_____

HOME PHONE _____ POSTAL CODE _____

PREFERRED MAILING TITLE: _____Miss _____Mrs. _____Ms. _____ Mr.

MAILING ADDRESS (If different from above) _____

_____

NAME OF CENTRE WHERE CURRENTLY EMPLOYED _____

ADDRESS _____ PHONE _____

NAME OF DIRECTOR _____

DAYS AND HOURS NORMALLY EMPLOYED _____

Please list your previous places of child care employment, the starting and termination dates of each and indicate whether your employment was full or part time.

Place of Employment	Starting Date	Termination Date	Full or Part Time

In which centre would you like the Competency Based Assessment to be conducted?

NAME _____

ADDRESS _____

PHONE _____

NAME OF DIRECTOR _____

DAYS AND TIMES CONVENIENT FOR OBSERVATIONS _____

_____

Have you previously applied for classification based upon formal education completed?

◯ Yes ◯ No

Have you previously applied for classification based upon the Competency Based Assessment?

◯ Yes ◯ No

The following are to be attached to your application. Please put a check in each box if attached.

◯ Transcripts of courses completed.

◯ Letter(s) Verifying Number of Years of Child Care Experience.

◯ Evidence of your Professional Development in the past 2 years.

◯ List of approximately 5 parents who are or have recently been affiliated with your centre, from which the Board of Directors may nominate one to serve as the Parent Representative on your assessment team.

Which language is preferred in your relationship with the Advisor?

◯ English

◯ French

◯ Either English or French

Do you require classification at the Child Care Worker II or III level in order for your centre to meet licensing regulations?

◯ Yes ◯ No ◯ Don't Know

I understand the requirements of the Competency Based Assessment.

◯ Yes ◯ No

I expect to have regular employment in the same licensed facility in Manitoba throughout the assessment process.

◯ Yes ◯ No

I expect to be the child care worker primarily responsible for a group children between the ages of 2 and 12 years during all observations. I expect the group to be equal in size to the number of children for which a staff person is normally responsible in the day care centre.

◯ Yes ◯ No

I am willing to absorb any costs which I may incur in the assessment process.

◯ Yes ◯ No

I agree to conduct myself in a professional manner throughout the process.

◯ Yes ◯ No

_____ _____

Date Signature

APPENDICES

The Appendices contain samples of all the forms and information which are used during the Competency Based Assessment. Complete forms and information will be mailed to appropriate members on each assessment team.

APPENDIX A

Manitoba Community Services
Child Day Care
Competency Based Assessment

SELF ASSESSMENT
(Sample)*

Name of Candidate

Date

SAMPLE

FOR DISCUSSION ONLY

Purpose:

The Self Assessment assists each Candidate affirm strengths, recognize weaknesses and identify the 13 functional areas.

Directions:

A. Write one example of your behaviour which supports each activity listed under the 13 functional areas. (Leave blanks where you do not understand the activity or cannot think of an example behaviour.)

B. Complete this form prior to the first visit by your Advisor.

C. Discuss this form with your Advisor on the first visit.

D. You keep this form.

E. DO <u>NOT</u> BRING THIS FORM TO THE ASSESSMENT MEETING.

* This is a sample of the Self Assessment and contains only three of the thirteen functional areas. A complete Self Assessment is provided to Candidates who complete the application process.

1. **Safe**

Promote common safety practices within each activity area.	
Encourage children to follow common safety practices.	
Stop or redirect unsafe child behaviour.	

SAMPLE

2. Health

Encourage children to follow common health and nutrition practices.	
Provide and use material to ensure children's health and cleanliness.	
Recognize unusual behaviour or symptoms of children who may be ill and provide for them.	

SAMPLE

3. Learning Environment

Determine what activity areas can and should be included in the room on the basis of program goals, space available and number of children.	
Separate activity areas and place them in appropriate spaces.	
Arrange equipment and materials so that children can make choices easily and independently.	

SAMPLE

Manitoba Community Services
Child Day Care
Competency Based Assessment

SELF ASSESSMENT SUMMARY
STRENGTHS AND GOALS

Strengths

Goals

SAMPLE

_____ Date

_____ Candidate

YOU ARE NOT REQUIRED TO BRING THIS COMPLETED FORM TO THE ASSESSMENT MEETING.

APPENDIX B

Manitoba Community Services
Child Day Care
Competency Based Assessment

GUIDELINES FOR DEVELOPING A PORTFOLIO
(Sample)*

* This is a sample of the Guidelines for Developing a Portfolio and contains only three of the thriteen functional areas. Complete Guidelines for Developing a Portfolio are be provided to Candidates who complete the application process.

The purpose of the Portfolio is two-fold:

1. To give the assessment team information about how the Candidate works with young children and their families; and

2. To give the Candidate an opportunity to evaluate her/his own work and to organize her/his knowledge and understanding of child development.

SAMPLE

The Portfolio is an individualized and creative document which demonstrates competence in each of the 13 Functional Areas.

The process of creating the Portfolio is more important than the finished product. The Portfolio should detail what the Candidate does, how she/he does it and why she/he does it.

The Portfolio may be presented through the use of writings, photos, tape recordings, films, etc., using gramatically correct English or French.

The Portfolio may be stored in any manner which is convenient, useable, transportable and which allows new information to be added easily.

The Candidate is encouraged to prepare the Portfolio with the support of the Advisor and Parent Representative. The Child Day Care Representative may be contacted as well.

The Portfolio must contain:

- an autobiographical sketch outlining why the Candidate chose to work with young children, current interests and hobbies, and future career plans,

- a program description of the goals and philosophy of the program in which the Candidate is employed,

- a general description of the children in the Candidate's group or centre (eg. ages, days and hours in care, special needs, cultural backgrounds, with no identifying information to ensure the confidentiality of the families),

- 13 sections; 1 for each Functional Area

    - at least 5 entries in each of the 13 Functional Areas (i.e. a total of at least 65 entries)
        - . each entry must explain how it relates to the Candidate's competence in that functional area
        - . each entry must explain how it relates to the developmental level of children in care (except in functional areas Families, Program Management and Professionalism)

    - entries must be labelled, numbered and dated (eg. Functional Area: Safe - Entry #1 - September 8, 1986)

    - a typical portfolio entry follows on page 65 and 66

    - suggestions for entries follow on pages 67 to 69 (you may choose the suggestions or create your own entries)

- observations of 2 children, which discuss each child's development, areas of strengths and the Candidate's goals for each child,

- review of 10 children's books and 5 resource books,

- a list of activity centres and equipment the Candidate would like to see in the room or centre and why,

- a list of the references the Candidate used in preparing the Portfolio.

THE CANDIDATE IS REQUIRED TO SUBMIT THE PORTFOLIO, ALONG WITH THE NOTIFICATION FORM (APPENDIX G), TO QUALIFICATIONS CO-ORDINATOR, CHILD DAY CARE, 2 - 114 GARRY STREET, WINNIPEG, R3G 1G1 BEFORE THE OBSERVATION BY AND DISCUSSION WITH THE CHILD DAY CARE REPRESENTATIVE WILL BE SCHEDULED.

THE CHILD DAY CARE REPRESENTATIVE WILL BRING THE PORTFOLIO TO THE ASSESSMENT MEETING.

SAMPLE

A TYPICAL PORTFOLIO ENTRY

Functional Area 4: Physical
Entry #3, April 23, 1986

SAMPLE

Activity

I use our everyday experience of eating meals as an opportunity to help the children further develop their senses. During mealtime, before asking the children to uncover the serving dishes, I ask them to sniff and to identify what we're having by its smell. Once we serve our plates, I then ask them to look at the food and describe how it looks to them. Throughout our meal we discuss how the food tastes and whatever sounds are associated with eating it.

How It Relates to Competence

Although I work with 3 and 4 year olds, some of the children still mouth objects regularly. This helps me realize that development is not clear-cut and the same for all children. To meet their needs and at the same time be mindful of their safety and health, I regularly provide tasting and touching experiences beyond our scheduled eating times.

How It Relates to Developmental Level

I integrate sensory experiences (such as identifying sounds on a tape recorder, identifying smells of spices, identifying textures while blindfolded) at least once per week at circle time in an effort to help the children organize the information they gain through use of their senses with other concepts they are learning.

Whenever I am responsible for the science area, I provide objects which children can explore with all their senses. For example: when the theme was summer, the science area contained seashells (so children could hear the sea sounds), and after our walk it also contained freshly cut grass and flowers (for children to smell), berries (for children to taste) and different types of leaves (for children to identify by sight and feel). On our walk we found a large, prickly caterpillar, which curls up into a ball when you pick it up. The children call it a "porcupine" caterpillar and enjoy experiencing its gentle prickles. While on our walk, I stressed the need to check with adults before picking grass or flowers and before eating berries and we talked about the care of animals. This demonstrates my competence in the areas of safe and social as well.

SAMPLE

PORTFOLIO SUGGESTIONS

Functional Area: Safe

1. A detailed description of a safety activity or game you have used.

2. A description of a child with a behaviour problem or special condition that has implications for the child's safety, with an explanation of how you have handled it to prevent harm to the child or others.

SAMPLE

REMINDER: EACH ENTRY MUST EXPLAIN

1. HOW IT RELATES TO YOUR COMPETENCE IN THAT AREA, AND

2. HOW IT RELATES TO THE DEVELOPMENTAL LEVEL OF CHILDREN IN CARE.

Functional Area: Health

1. A list of snacks you served in your room or centre for one week, with a written explanation of how you and the children were involved in preparing them and learning about nutrition.

2. An explanation of your role in rest or nap periods, and how this contributes to the children's health.

SAMPLE

REMINDER: EACH ENTRY MUST EXPLAIN

1. HOW IT RELATES TO YOUR COMPETENCE IN THAT AREA, AND

2. HOW IT RELATES TO THE DEVELOPMENTAL LEVEL OF CHILDREN IN CARE.

Functional Area: Learning Environment

1. Two floor plans of your room, one showing "before" and the other "after" you have rearranged your room to support your program's goals, with an explanation of the difference your new arrangement made.

2. A floor plan showing traffic flow, your interpretation of this observational floor plan and an explanation of how you modified problem areas and the final result.

SAMPLE

REMINDER: EACH ENTRY MUST EXPLAIN

1. HOW IT RELATES TO YOUR COMPETENCE IN THAT AREA, AND

2. HOW IT RELATES TO THE DEVELOPMENTAL LEVEL OF CHILDREN IN CARE.

APPENDIX C

Manitoba Community Services
Child Day Care
Competency Based Assessment

PARENT QUESTIONNAIRES*

Dear Parents:

_____, who works with you and your child at _____, has applied for an assessment of competence. I am a part of a team that collects information about the child care worker's work with children and families and evaluates her/his work.

You, as a parent, play an important role in the growth and development of your child. Manitoba Community Services feels that parents can provide valuable information which will help their children receive quality care. You can do this by evaluating the skills of the child care worker in her/his work with your child and your family.

All of the parents who are in this child care worker's group are being asked to fill out the questionnaire which I have included with this letter. The director and Board of Directors have approved this activity. Your answers will be confidential. Please do not sign your name to the questionnaire and do not use your child's name as you complete the questionnaire. We hope that you will think about each question carefully and answer each one openly and honestly.

SAMPLE

If you have any questions about this questionnaire or about the Competency Based Assessment, please contact the Qualifications Co-ordinator, Manitoba Child Day Care, at 945-8686 or toll-free at 1-800-282-8069 or me at _____.

I would be grateful if you would return the completed questionnaire to me by _____.

Thank you so much for your help.

Sincerely yours,

Parent Representative

* Copies of the Parent Questionnaire will be given to Parent Representatives after Candidates have completed the application process.

Manitoba Community Services
Child Day Care
Competency Based Assessment

PARENT QUESTIONNAIRE

1. I am acquainted with the child care worker through: (check as many as apply to you)
   a. exchanging greetings when I take or pick up my child ___
   b. conversations at the centre or over the telephone ___
   c. volunteering in the child care worker's room ___
   d. parent meetings ___
   e. none of the above ways ___ but through: _____
   f. I am not acquainted with the child care worker at all ___

2. How long has the child care worker worked with your child? (check 1 only)
   Don't know ___
   Less than 6 months ___
   6 months to 1 year ___
   1 to 2 years ___
   Longer ___

3. Does your child talk about the child care worker? Yes ___ No ___

4. Based on your child's comments, do you think your child is happy in the child care worker's room? Yes ___ No ___

   Please explain: _____

   _____

   _____

5. From the child care worker's work with your child, what have you learned about your child?

   _____

   _____

   _____

6. What have you shared with the child care worker about your child and how did the child care worker use this information?

   _____

   _____

   _____

SAMPLE

7. Is there anything that you would like to see changed in her/his care of your child? Yes ___ No ___

   If yes, please tell what that is. _____

   _____

   _____

8. Do you treat your child any differently as a result of what the child care worker does? Yes ___ No ___

   If yes, please explain what you do differently. _____

   _____

   _____

9. Has the child care worker invited you to visit your child's room? Yes ___ No ___

10. Have you ever visited your child's room while the child care worker was working with the group? Yes ___ No ___

11. In your visits to the room has the child care worker ever explained to you why she/he was doing a particular activity? Yes ___ No ___
    If yes, what types of things did the child care worker say or do?

    _____

    _____

    _____

SAMPLE

12. Have you seen the child care worker respond to any of the following situations?

a. A child who cried?	Yes ___	No ___
b. Children who have had an argument or who have hit one another?	Yes ___	No ___
c. A child who refused to eat?	Yes ___	No ___

    Please describe which one(s) and what the child care worker did.

    _____

    _____

    _____

13. Have you seen the child care worker doing or saying anything that would help your child feel good about herself/himself as an individual (including skills, strengths, race, language, community, etc.)? Yes ___ No ___
Please describe. _____

_____

_____

14. Have you seen the child care worker doing or saying anything that would help your child to be better aware of ethnic groups and cultures different from her/his own? Yes ___ No ___
Please describe. _____

_____

_____

15. How often during the year have you and the child care worker shared information about your child, her/his participation in the program, and her/his behaviour or development at home?
Daily ____ Weekly ____ Monthly ___
Once a year ____ Twice a year ____

16. Based upon your knowledge of the child care worker list some of the things that you feel she/he does very well.

_____

_____

_____

SAMPLE

17. List some of the things you feel the child care worker could learn more about to do a better job as a caregiver of young children.

_____

_____

_____

18. List any previous contacts you have had with child care.

_____

_____

_____

APPENDIX D

Manitoba Community Services
Child Day Care
Competency Based Assessment

SUMMARY OF PARENT QUESTIONNAIRES*

Name of Candidate: _____

TO BE COMPLETED BY THE PARENT REPRESENTATIVE

Total number of questionnaires distributed _____ Number returned _____
Number not returned _____

1. If some questionnaires were not completed, please list the reasons for this. This includes questionnaires not returned and those returned but only partially filled out.

   _____

   _____

   _____

2. Please check the method(s) you used to gather the information from the parents:

   Phone Calls ____ Mail ____ Individual Interviews ____
   Group Meetings ____ Other (describe) _____

   _____

   _____

   _____

SAMPLE

3. Date(s) when Parent Questionnaires were distributed _____

   Date(s) when Parent Questionnaires were collected _____

   Date Summary Completed _____

4. Parent Representative's Signature _____

YOU ARE REQUIRED TO BRING ALL COMPLETED QUESTIONNAIRES AND THIS FORM TO THE ASSESSMENT MEETING.

* A copy of the Summary of Parent Questionnaires form will be given to Parent Representatives after Candidates have completed the application process.

APPENDIX E

Manitoba Community Services
Child Day Care
Competency Based Assessment

PARENT REPRESENTATIVE OBSERVATION FORM
(Sample)*

Name of Candidate: _____

Name of Parent Representative: _____

Name of Centre Used for Assessment: _____

Date & Time of Observation(s): _____

Directions: During your observations of the Candidate, look for examples of what the Candidate is doing in each Functional Area. The following questions will help you. When you answer each underlined question, describe as many examples as you can. You may see many examples that are mentioned. Feel free to add them to your description. Include on this form the written observation from as many observation visits as you make. Feel free to use the back of the page if you need more writing space.

After you have completed your observation visit(s), if you do not feel you have been able to observe examples of Candidate's activity in some areas, you can check "Unable to Answer".

Use this form to record what you saw during your observation(s) only, and do not include comments from other contacts you have had with the Candidate.

YOU ARE REQUIRED TO BRING THIS COMPLETED FORM TO THE ASSESSMENT MEETING.

* This is a sample of the Parent Representative Observation Form and contains only three of the thirteen functional areas. Complete Parent Representative Observation Forms will be provided to Parent Representatives after Candidates have completed the application process.

SAMPLE

Functional Area 1: Safe

Does the child care worker appear to provide a safe environment for children both indoors and outdoors? How?

Examples: Absence of debris, structural hazards, tools, dangerous substances; diagrams and pictures for emergency exit in languages of children and adults; children help make and know safety rules; child care worker supervises indoor and outdoor play.

Describe what you see.

SAMPLE

Unable to Answer ____

Is there anything that you have observed related to the Functional Area Safe about which you have questions?

Functional Area 2: Health

Does the child care worker promote good health and nutrition and provide an environment that contributes to the prevention of illness?
How?

Examples: Atmosphere is relaxed, pleasant, free of stress and tension; health education activites that integrate health and nutrition information from children's cultures implemented; child care worker knows children who require special care (allergies, handicaps), and makes information available to other adults in centre.

Describe what you see.

SAMPLE

Unable to Answer ____

Is there anything that you have observed related to the Functional Area Health about which you have questions?

Functional Area 3: Learning Environment

Does the child care worker use space, materials and routines as resources for constructing an interesting and enjoyable environment that encourages exploration and learning? How?

Examples: Organizes space into areas whose functions are understood by all and which encourage appropriate and independent use of materials; demonstrates acceptance of each child's background, family structure, race, etc., through materials, songs, games, books and celebrations used; balances active and quiet, free and structured, individual and group, indoor and outdoor activities.

Describe what you see.

SAMPLE

Unable to Answer ____

Is there anything that you have observed related to the Functional Area Learning Environment about which you have questions?

APPENDIX F

Manitoba Community Services
Child Day Care
Competency Based Assessment

ADVISOR OBSERVATION/REPORT FORM
(Sample)*

Name of Candidate: _____

Name of Advisor: _____

How long have you known the Candidate: _____

Name of Centre Used for Assessment: _____

Dates and Times of Observations: _____

_____

_____

SAMPLE

Directions: Three (3) separately dated observations spaced a minimum of one month apart must be recorded on this form for each functional area. Spaces are provided for each of these. Observations should be in chronological order.

At least one recommendation for continued growth and development must be completed in each functional area.

Feel free to add additional sheets of paper to supplement this form if you find it necessary.

YOU ARE REQUIRED TO BRING THIS COMPLETED FORM TO THE ASSESSMENT MEETING.

* This is a sample of the Advisor Observation/Report Form and contains only one of the thirteen functional areas. Complete Advisor Observation/Report Forms will be provided to Advisors after Candidates have completed the application process.

COMPETENCY I:
Establishes and maintains a safe, healthy learning environment.

FUNCTIONAL AREA 1: SAFE
Observation #1 (date): _____)

SAMPLE

Recommendations for continued growth and development:

SAMPLE

Observation #2 (date: _____)

SAMPLE

Recommendations for continued growth and development:

SAMPLE

Observation #3 (date: _____)

SAMPLE

Recommendations for continued growth and development:

SAMPLE

Summary and/or Additional Information:

SAMPLE

APPENDIX G

Manitoba Community Services
Child Day Care
Competency Based Assessment

NOTIFICATION FORM *

Instructions: The Candidate is to complete the first section of this form by filling in the date each responsibility was completed. The Candidate should then request that the Parent Representative and Advisor complete and sign the appropriate section. The Candidate is asked to sign the entire form and submit it to Child Day Care, along with the Portfolio.

THIS SECTION TO BE COMPLETED BY CANDIDATE

Date Completed:

_____ Self Assessment

_____ Self Assessment discussed with Advisor

SAMPLE

MY PORTFOLIO CONTAINS:

_____ autobiographical sketch

_____ program description

_____ description of children

_____ 5 entries per functional area

_____ each entry explains how it relates to my competence in that area

_____ each entry explains how it relates to the developmental level of the children in my care

_____ each entry is labelled, numbered and dated

_____ observations of 2 children

_____ review of 10 children's and 5 resource books

_____ list of preferred activity centres and equipment

_____ list of reference

I have fulfilled the listed responsibilities and have gathered all the information expected for the Assessment Meeting.

_____ _____
Date Signature of Candidate

* A copy of Notification Form will be given to Candidates who have completed the application process.

THIS SECTION TO BE COMPLETED BY THE PARENT REPRESENTATIVE

Date Completed:

_____ Parent Questionnaires distributed

_____ Parent Questionnaires collected

_____ Summary of Parent Questionnaires Form completed

_____ Parent Representative Observation Form completed

_____ Parent Representative/Candidate Discussion held

I have fulfilled the listed responsibilities and have gathered all the information expected for the Assessment Meeting.

_____ _____

Date Signature of Parent Representative

SAMPLE

THIS SECTION TO BE COMPLETED BY ADVISOR

Date Completed:

_____ Self Assessment discussed with Candidate

_____ Advisor Observation #1

_____ #2

_____ #3

_____ Additional (if any)

_____ Advisor/Candidate Discussion #1

_____ #2

_____ #3

_____ Additional (if any)

_____ Advisor Observation/Report Form completed

I have fulfilled the listed responsibilities and have gathered all the information expected for the Assessment Meeting.

_____ _____

Date Signature of Advisor

I have verified that all required information has been gathered. I am sending this Notification Form and my Portfolio to Child Day Care. I am ready to have the Representative from Child Day Care observe and talk with me as well as conduct the Assessment Meeting.

_____ Date

_____ Signature of Candidate

AFTER COMPLETING THIS FORM, PLEASE FORWARD IT AND THE PORTFOLIO TO QUALIFICATIONS CO-ORDINATOR, CHILD DAY CARE, 2ND FLOOR - 114 GARRY STREET, WINNIPEG, MANITOBA R3C 1G1.

SAMPLE

APPENDIX H

Manitoba Community Services
Child Day Care
Competency Based Assessment

PROFILE
(Sample*)

* This is a sample of the Profile and contains only three of the thirteen functional areas. Complete Profiles will be provided at Assessment Meetings.

Candidate's Name: _____ Date: _____

Establishes and maintains a safe and healthy learning environment.

	Safe	Health	Learning Environment
Overview of Candidate's performance			
Strategies for Candidate's continued development			

SAMPLE

VOTE: RECORD VOTE TALLY

Competent	☐	☐	☐
Needs more development	☐	☐	☐

We have assessed the aforementioned Candidate's overall ability to fulfill the definition of a competent child care worker:

- conducts herself or himself in an ethical manner,
- meets the specific needs of children,
- works with parents and other adults, and
- nurtures children's physical, social, emotional and intellectual growth in a child development framework.

[ ] Candidate is competent

[ ] Candidate needs more development.

Final decision is _____ votes "Competent" and _____ votes "Needs More Development"

SAMPLE

SIGNATURES Date: _____

_____
CANDIDATE

_____
PARENT REPRESENTATIVE

_____
ADVISOR

_____
CHILD DAY CARE REPRESENTATIVE